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private sector extensively. Most of your major buildings are being done today with the design-build concept. And as a matter of fact, there are about 30 states that have a design-build concept also for schools. The federal government has used it extensively. The University of Nebraska has used it extensively. A design-build, not the design-bid-build, approach is sometimes used. Under some circumstances with appropriate safeguards, design-build may be an advantageous alternative to the design-bid-build for school districts. The primary feature of the design-build process is the that design-builder both designs and provides construction services for the project. Design-build may be particularly useful to (1) save time, (2) fix a single point of responsibility, and (3) save money. It is a team concept to the construction process in which the design-build contractor sits down with an architect-engineer and they then work as a team to construct the facility for the end user, which is the school. Under the design-build process, a school district first hires an architect or engineer, a performance criteria developer who develops the general performance criteria. The school district then gives public notice of the project and solicits design-builders to indicate an interest. From those interested design-builders, the school district then selects at least three design-builders to qualify to receive a request for proposal, or at least two, if only two design-builders have submitted letters of interest. The school district issues a request for proposal setting forth the performance criteria, budget parameters, and other requirements. The proposal of the design-builder is based on qualifications of the bidder and the design-builder's statement of its approach to the design and construction of the project, but does not include detailed drawings and specifications on the project. Under the construction or, excuse me, if a school district wants to undertake the design-bid-build concept, it certainly may continue to do that. However, some school districts may want that flexibility and local control which are evident with this alternative, as long as the safeguards for public accountability are set forth, which I believe they are in this bill. The comfort factor of the school districts with public accountability and the need for time and cost savings will contribute to determine whether a school district would use this alternative delivery system. I am pleased that Senator Quandahl